

Youth in Arts®

STEM to STEAM K-5 Science Art Integration Lessons

“STEM to STEAM” is about injecting creative thinking and arts-based projects into Science, Technology, Engineering and Math (STEM) education.

These sample lesson plans were developed by professional arts educators Miko Lee and Suzanne Joyal for Youth in Arts as an accompaniment to a series of hour-long workshops for multi-subject credentialed K-5 teachers. In the workshops, teachers learned hands-on to implement these projects and explored extension activities and other tools for taking science learning from STEM to STEAM. Workshops are available from Youth in Arts in the Northern San Francisco Bay Area region. Contact 415-457-4878 or yia@youthinarts.org.

The Youth in Arts Approach

Youth in Arts believes that young people of every background and ability should have the **creative skills, compassion, confidence** and **resilience** to share their voices and achieve their goals.

Our work is guided by the following key values:

We believe in **INCLUSION**, that differences are beautiful, and that students of all abilities and backgrounds deserve an education in the arts.

We believe in **CELEBRATING** young people as artists, knowing one impact of the arts is bringing joy to human lives.

We believe in **EMPOWERING** youth to share their stories and express their beliefs freely and effectively through music, dance, visual arts, theater and new media.

We believe in **ARTISTS** of all ages, endorsing a mentorship approach to arts education that connects students with professional working artists, skilled in their art forms and effective in their teaching.

The Importance of CREATIVE VOICE

It is our philosophy that students have an important and unique artistic perspective to share. Our creative process is to highlight the work of master artists, showcase techniques and then work with youth to share their own vision. We believe that the arts can be the most valuable tool for enabling people to engage in academic subject matter.

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Talking to Children About Art

Describe what you see in concrete terms (shapes, colors, lines, etc). Avoid placing an adult value judgment on the work (if you use words like nice, beautiful, or "I like it", give a reason to back up the comment).

1. Can you tell me about this? What made you think of that idea?
2. What happens next?
3. How did you make the shape in the corner?
4. What was challenging for you?
5. Did you learn how to use a new material or technique today?
6. How do you feel about what you did?
7. Would you like to add anything to this?
8. What would you do differently next time?
9. I see that you used a lot of red/yellow/lines etc

Positive Reinforcement

Young artists (like artists of all ages) respond best to tact and diplomacy. Phrasing a sentence in the positive produces MUCH better results:

Try Saying

It's time to clean up now. Please help me.
painting now.
Paper is for coloring on. Please use the paper.
hands/the wall.
I bet you had fun making that picture.
your house
Would you like to tell me about your picture?
Paint brushes are for painting your picture
with the brush.
The clay needs to be kept on the table.
I need a helper to hand out brushes.
thing
Can you put the paints away by yourself, or
Do you need my help?
That's a big job you did.

Instead of

You're not supposed to be
Don't color on the table/your
You should put windows on
What is it?
Don't paint your desk/Jenna
Don't put clay in your hair.
Sit still and wait for the next
You have to do it now.
Good boy

Giving super active children jobs (a sense of importance) can be a great way to diffuse tension and get a child back on track. Engaging children more instead of less can help a lot to keep them interested in the art-making

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